

Academic Program Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

Be sure to **SAVE** your progress as you work!

Academic Program

Visual Art, B.A.

Submission Due Date

Fall 2025: October 1, 2025

Assessment Coordinator Name

Asma Nazim-Starnes

Enter Assessment Coordinator Email

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Program Goal

Goal

Goal 1

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

Students demonstrate skills to communicate critical thinking in visual art

Pillar of Success Supported

Graduates Who Are Gainfully Employed or Admitted to Graduate School

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Students in capstone course ART 499 score 6 on Critical Thinking Prompt.

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

80.0% or more score 6 on Critical Thinking Prompt

Performance Target for "Partially Met"

Between 60.0% and 79.9% score 6 on Critical Thinking Prompt

Performance Target for "Not Met"

59.9% or less score 6 on Critical Thinking Prompt

Assessment Measure Used

Assessment Measure Used

The Critical Thinking prompt asks students to compare and contrast two works of art (one 2D and one 3D) using the elements and principles of design and to identify the artistic styles of each work. Frequency of Assessment

Twice annually in ART 499 capstone course

Frequency of Assessment

Twice annually in ART 499 capstone course

Data Collected for this Timeframe (Results)

ART 499 Critical Thinking Prompt – there were two students in 499 in fall 2024. Scores were: 6 and 8

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Changes in curriculum have included the hiring of new faculty, and reworking courses at the foundation level, both of which have given students experience needed to critically assess works of art. Students gain practice in critical assessment of artwork through regular critiques in all studio courses. Students learn to use objective language and the elements and principles of design to describe the visual elements of artwork in each 200, 300, and 400 level studio courses. All of these course provide content to strengthen understanding and critical assessment skills. This assessment measure demonstrates mastery of critical assessment of visual artworks, a skill necessary to prepare for further academic studies or a creative career.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention,

employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Freshman art majors scores improve by 3 points between start of freshman year (in ART 105) and end of freshman year (in ART 106) after completing all foundations courses.

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

Average score on Critical Thinking Prompt improves from initial foundations (ART 105) to advanced foundations (ART 106) by 3 points.

Performance Target for "Partially Met"

Average score on Critical Thinking Prompt improves from ART 105 to ART 106 by less than 3 points.

Performance Target for "Not Met"

Average score on Critical Thinking Prompt does not improve from ART 105 to ART 106.

Assessment Measure Used

The Critical Thinking prompt asks students to compare and contrast two works of art (one 2D and one 3D) using the elements and principles of design and to identify the artistic styles of each work.

Frequency of Assessment

Twice annually. Once at beginning of ART 105, once at end of ART 106.

Data Collected for this Timeframe (Results)

Student scores increased 6.47 points from ART 105 to ART 106, so this means that the goal was "met" for this instrument (3 points is the target).

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

Sufficient data is not available, and the assessment plan for the BA will need to be reviewed by the new department in light of the switch from the BS to the BA (as well as the college/departmental restructuring. There will be a full report for the 2025-26 year.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Sufficient data is not available, and the assessment plan for the BA will need to be reviewed by the new department in light of the switch from the BS to the BA (as well as the college/departmental restructuring.

There will be a full report for the 2025-26 year.

Changes Made/Proposed Related to Goal

Continued updates to the freshmen foundation curriculum have increased student performance for these assessment points.

Upload Rubrics/Other Files

Goal 2

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

Students demonstrate engagement in professional practices (community/professional/organizational art events and exhibitions of art) outside of the university classroom.

Pillar of Success Supported

Graduates Who Are Gainfully Employed or Admitted to Graduate School

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Average number of approved community or professional art events participated in by students upon completion of ART 499.

Timeframe for this Outcome

2025-2026

Performance Target for "Met"

Average number of approved community or professional art events participated in by students upon completion of ART 499 is 6.1 or more

Performance Target for "Partially Met"

Average number of approved community or professional art events participated in by students upon completion of ART 499 is 2.5 - 6.0

Performance Target for "Not Met"

Average number of approved community or professional art events participated in by students upon completion of ART 499 is less than 2.4

Assessment Measure Used

Community or professional organization events documented by students and approved by ART 499 instructor

Frequency of Assessment

Twice annually in ART 499 capstone course.

Data Collected for this Timeframe (Results)

Student scores increased 6.47 points from ART 105 to ART 106, so this means that the goal was "met" for this instrument (3 points is the target).

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

This goal was originally added as a focus in 2009-2010 and students were required to participate in three juried art events (PICA) that happened outside the classroom. In 2016-2017, the number of required juried events was increased to six because students were consistently meeting the assessment measure. At the same time that this number of required events was increased, the level of rigor in accepted events was also increased.

Sufficient data is not available, and the assessment plan for the BA will need to be reviewed by the new department in light of the switch from the BS to the BA (as well as the college/departmental restructuring. There will be a full report for the 2025-26 year.

Resources Needed to Meet/Sustain Results**Explanation of How Resources Will Be Used****Outcome 2**

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Percentage of capstone course students presenting a body of work to the public by staging an exhibition.

Timeframe for this Outcome

2025-2026

Performance Target for "Met"

90% or greater present a body of work to the public

Performance Target for "Partially Met"

80 to 90 percent present a body of work to the public

Performance Target for "Not Met"

less than 80 percent present a body of work to the public

Assessment Measure Used

Senior Exhibit documents body of work in public exhibition

Frequency of Assessment

Twice annually in ART 499 capstone course.

Data Collected for this Timeframe (Results)

Sufficient data is not available, and the assessment plan for the BA will need to be reviewed by the new department in light of the switch from the BS to the BA (as well as the college/departmental restructuring. There will be a full report for the 2025-26 year.

Score (Met=3, Partially Met=2, Not Met=1)

2

Comments/Narrative

Sufficient data is not available, and the assessment plan for the BA will need to be reviewed by the new department in light of the switch from the BS to the BA (as well as the college/departmental restructuring. There will be a full report for the 2025-26 year.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Students are made aware during their first semester of the department expectation that they participate in community or professional events and that they have an exhibition of their work during ART 499, the capstone course. The current art faculty members are extremely active in their own community and professional events. This activity demonstrates to our students what it looks like to be an engaged artist in the community and or profession. Our faculty involvement also makes the dissemination of information about these events readily available to our students. Our strong relationship with local businesses and the Art Center of Greenwood helps to provide more opportunities for students to exhibit artwork and attend art events. The curriculum for 400 level studio courses includes a focus on professional opportunities for participation and exhibiton in the community and on campus. The curriculum for ART 499 has been changed to ensure that students have the experience of planning, preparing, advertising, and executing their own exhibit (Senior Exhibition). Maintaining focus on the goal of "students engage in professional practices outside of the university classroom" requires vigilant attention. Students are reminded of the professional practices goal in our annual Majors Meeting and kept aware of opportunities for exhibits and opportunities in the community by email, class announcements, and posters. Students and professors will keep records of participation and results are tracked by the ART 499 professors.

Changes Made/Proposed Related to Goal

The department continues to focus on instilling professional practices into as many areas of our curriculum as possible. Since we have multiple types of degrees that require slightly different exhibition types, we collaborated with the city to create a new annual event, The Art Walk that includes venues for senior exhibition that can be experienced by students, faculty and community members. The revision of the capstone course to include professional practices specific to studio art in 2021-2022 promises to have a positive effect on this assessment measure in the future.

Upload Rubrics/Other Files

Goal 3

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

Students demonstrate college-level competencies in the field of art.

Pillar of Success Supported

Graduates Who Are Gainfully Employed or Admitted to Graduate School

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Maintain NASAD program accreditation

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

Fully accredited

Performance Target for "Partially Met"

provisional accreditation

Performance Target for "Not Met"

not accredited

Assessment Measure Used

National Association of Schools of Art and Design (NASAD) program accreditation

Frequency of Assessment

Accreditation visits are on a variable cycle from 2-10 years. Our most recent visit occurred in 2023.

Data Collected for this Timeframe (Results)

Fully accredited for the next 10 years

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

The Visual Art Department continues to be fully accredited by NASAD. With the recent addition of new BFA degrees offered in 2D and 3D and a BFA/MAT degree along with our MFA degree, the Art Department worked closely with NASAD to ensure that all degrees meet standards. All of these degrees are approved by NASAD.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome

Student competencies in concept development, craftsmanship and aesthetic decisions demonstrated in production of process or thematic portfolio in 400-level courses

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

90.0% or more of 400 level student process-folios demonstrate progression of ideas related to formal and conceptual development, media skillfully applied to support the concept, and aesthetic decisions are supportive to concept, justified with reasons.

Performance Target for "Partially Met"

80.0% to 89.9% of 400 level student process-folios demonstrate progression of ideas related to formal and conceptual development, media skillfully applied to support the concept, and aesthetic decisions

are supportive to concept, justified with reasons

Performance Target for "Not Met"

Less than 80.0% of 400 level student process-folios demonstrate progression of ideas related to formal and conceptual development, media skillfully applied to support the concept, and aesthetic decisions are supportive to concept, justified with reasons

Assessment Measure Used

Portfolio rubric reviewed by one upper level and one foundations level faculty member. Student must score 6 or higher.

Frequency of Assessment

Each semester in all 400 level studio courses

Data Collected for this Timeframe (Results)

ART 499 Critical Thinking Prompt – there were two students in 499 in fall 2024. Scores were: 6 and 8

Score (Met=3, Partially Met=2, Not Met=1)

3

Comments/Narrative

In the 2024-2025 academic year, Students met this assessment measure. Processfolios are required in every 400-level studio course and are assessed with a common rubric. Students now assemble images and a statement in the format designated by each professor in each 400 level studio art course. The assessment measure demonstrates that current 400 level studio course curricula are effective and students are producing strong creative work and are demonstrating high levels of critical thinking about their work.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments

Our NASAD reaccreditation visit resulted in the department being approved for full accreditation. Of particular note was the positive feedback the department received on the high quality of student art visible on campus and the high quality, high energy, and collegiality of our art faculty. We continue to address the concerns noted by NASAD evaluators including overcrowding and poor ventilation in the three dimensional art studios and our need for new studio classroom spaces due to continuing rise in our major headcount. Our space needs continue to be problematic and the department has worked with former and current administration to suggest strategies for increasing our studio square footage on campus. There are currently three job ads posted for department chair, art education and open rank Art faculty. All 400 level studio art and design courses require the creation of a portfolio which indicates that students are producing strong creative work and are demonstrating high levels of critical thinking about their work.

Changes Made/Proposed Related to Goal

In 2024-2025, two replacement faculty were hired, a lecturer in foundations professor and an art educator to better serve student needs. There are currently three job ads posted for department chair, art education and open rank Art faculty.

Upload Rubrics/Other Files

Goal 4

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal

To comply with Program Productivity standards as defined by the South Carolina Commission on Higher Education

Pillar of Success Supported

High-Demand, Market-Driven Programs

Outcomes

Outcome 1

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Major Enrollment

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is greater than or equal to 12.5, (b) for Master's/First Professional is greater than or equal to 6.

Performance Target for "Partially Met"

N/A

Performance Target for "Not Met"

Using a five-year rolling average, the number of students enrolled in the major (a) for Baccalaureate programs is less than 12.5 (b) for Master's/First Professional is less than 6.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

Score (Met=3, Partially Met=2, Not Met=1)

Unknown

Comments/Narrative

Data is not available, as I don't have sufficient information in light of the switch from the BS to the BA (as well as the college/departmental restructuring) and that there will be a full report for the 2025-26 year.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

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Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Operational Outcome

Enter Outcome

Completions (Degrees Awarded)

Timeframe for this Outcome

2024-2025

Performance Target for "Met"

Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is greater than or equal to 8, (b) for Master's/First Professional is greater than or equal to 3.

Performance Target for "Partially Met"

N/A

Performance Target for "Not Met"

Using a five-year rolling average, the number of degrees awarded (a) for Baccalaureate programs is less than 8 (b) for Master's/First Professional is less than 3.

Assessment Measure Used

Enrollment and Graduation data extracted from Banner

Frequency of Assessment

Annually

Data Collected for this Timeframe (Results)

N/A

Score (Met=3, Partially Met=2, Not Met=1)

Comments/Narrative

Number of BA degrees conferred continues to meet the assessment measurement point. Art faculty advisors work closely with students to advance them in the direction of timely graduation.

Resources Needed to Meet/Sustain Results**Explanation of How Resources Will Be Used**

Goal Summary

Goal Summary/Comments

The number of BA degrees continues to meet the assessment point and the overall enrollment in the department continues to grow. Art advisors and faculty are working to increase the visibility of the Art programs at Lander University and to maintain the positive reputation of our program. We have ongoing recruitment plans to increase the number of degrees conferred and the number of Art majors over the next 5 years with strategic planning.

Changes Made/Proposed Related to Goal

In 2024-2025, the department changed the name of the department from Art + Design to just Art, given the reorganization of units across campus. With the approval of the Marketing and Communications office at Lander, they hope to create new promotional materials that showcase their programs and new branding.

Upload Rubrics/Other Files**Dean's Email Address**

mjameson@lander.edu

Approved by Dean?**Signature of Dean****Comments from Dean's Review**